

the study of Marxist theory are more obvious due to the different places of origin. Among them, rural college students have higher demand for Marxist theory learning, while urban college students have relatively lower requirements. The main reasons for the above results are that educational resources have not been fully allocated, and there are still problems such as unbalanced geographical distribution. The educational resources in cities are more than those in rural areas. Therefore, rural students have a stronger demand for learning. Therefore, in order to effectively improve the above problems, it is necessary to pay attention to the development of Marxist theory courses to ensure that students' learning needs are fully guaranteed.

Conclusion: According to the needs of college students and their motivation to study, it can be concluded that the attractiveness of Marxist theoretical learning can be strengthened by updating the learning content, strengthening the construction of the teaching staff, and innovating the teaching mode. It enables the latest achievements of the Marxist theoretical system to be passed on to the vast number of college students, creates a good learning atmosphere, strengthens the publicity and research of Marxist theory, establishes the mass foundation of Marxist theory, and enhances the influence of Marxist theory. Constantly strengthen the Marxist theoretical beliefs of college students, and enhance the strong desire of college students to learn Marxist theory. In addition, for the daily ideological and political education of college students, it should be based on reality and society, pay attention to the cultivation of college students' political awareness and sense of responsibility, and combine with the shaping of humanistic spirit to continuously improve college students. Ideological and political literacy. Paying attention to the cultivation of personality quality and doing a good job in the reform of classroom culture in colleges and universities enables Marxist theory to become the spiritual motivation and support of college students.

* * * * *

EXPLORATION OF MENTAL HEALTH EDUCATION FOR COLLEGE STUDENTS BASED ON MORAL EDUCATION

Na Pang

Wuchang Institute of Technology, School of Art and Design, Wuhan, 430065, China

Background: Mental health education is mainly an in-depth analysis of the research content of psychology. In psychological theory, it is believed that the research direction of psychology should not only study the negative psychology and emotions of human beings, but also the moral quality and spiritual strength of people. The results of psychological research should not only safeguard people's physical and mental health, but also fill them with positive thoughts about life. Most students in higher education are at an age when they are forming their own values, so introducing psychology into their mental health education can help them to develop a healthy mental state, a positive and optimistic attitude towards life, a clearer self-awareness, a sense of social responsibility and a higher level of morality, so that they can become the psychologically healthy and talented people that society needs.

Objective: Moral education work for students will have a direct impact on the growth of individual students, and moral education carried out in colleges and universities at this stage has begun to use the core qualities of student development as a guide. The development of moral education in higher education can guide students to form good values and core literacy, which is a very important contribution to the achievement of teaching objectives in higher education. It is the best time for students to develop good character and moral education. By improving moral education in higher education at all levels, we can achieve the goal of promoting the all-round healthy development of students in higher education.

Subjects and methods: At this stage, some university teachers do not recognise the important role of moral education work for students' development. When teaching and managing students, teachers usually only pay attention to students' grades, pay too much attention to students' cultural learning situation, and only carry out certain management planning for students' daily life, and do not pay attention to the aspect of moral education for students. Teachers generally only educate students about moral education when fights and brawls occur in the school, but do not pay attention to moral education in the daily life of students. This shows the lack of moral education and the backwardness of teachers' moral education philosophy. Moreover, most of the teachers in colleges and universities attach too much importance to students' cultural achievements and use students' examination results as the criterion for judging students, which is obviously one-sided and unscientific. Students are judged only on their cultural examination results, which only shows the impetuous teaching mode of the school, and if they are in such a learning environment where they are judged by their results for a long time, they will easily develop psychological

distortion, form abnormal values and outlook on life, and even commit illegal incidents. It is easy for college students to be affected by factors such as psychological and or physiological factors arising from the learning stage of the institution, and students have a certain degree of psychological problems. If they do not receive timely mental health education, it will affect their physical and psychological health situation, which will in turn cause poor self-control and low overall quality of students.

To eliminate the negative psychological emotions of university students, university teachers can effectively help students eliminate negative psychological emotions by incorporating psychology knowledge into their mental health education. Teachers should develop a detailed education plan based on students' psychological problems, pay attention to the causes of each student's psychological problems and take different mental health education measures in a timely manner so that students can feel happy and hopeful in their daily studies at school and thus alleviate the negative psychological states that occur in students. As most students in higher education are at an important stage in the formation of their psychological values, teachers should not generalise about the psychological problems of students, but need to classify them into two types of situations, namely psychological quality and psychological illness, and take appropriate educational approaches to the different problematic situations of students, in this way eliminating the negative psychological emotions generated by students in higher education. In addition to this, teachers should also build a positive psychological framework for students through hope and optimism, and by means of positive psychological suggestion, so as to eliminate the negative psychological emotions of students and enable them to establish the correct values of life and help them to form a healthy personality.

To create a positive atmosphere in university classroom teaching, teachers should establish the central subject position of students in education and fully respect their wishes in the mental health education of students in higher education based on the knowledge of applied psychology. Teachers should create a positive and good classroom teaching atmosphere for students, so that they can be influenced and guided by positive psychology in the learning process, which helps to improve their psychological state and reduce the occurrence of psychological problems. For example, teachers can conduct various psychological games and role-playing activities in the classroom to improve students' psychological state, help them develop a good and sound personality, and guide them to feel happy, penetrate psychological awareness into their thinking, and improve their psychological state so that they can develop self-confidence, optimism, strength, hope and tolerance, etc. A positive personality. In addition, teachers need to arrange a reasonable curriculum for students according to the development of their bodies and minds, to stimulate their psychological potential and to help them develop a positive and healthy psychological state, so as to improve the effect of psychological health education and promote the healthy growth of students in higher education. In addition, teachers should also cultivate students' self-learning and self-control abilities in their mental health education, pay attention to the changes in students' psychological state in real time during the education process, adjust and improve the education content in a targeted manner, stimulate students' independent thinking and problem-solving abilities, and further improve the psychological growth of students in higher education.

Teachers in higher education establish an equal relationship with students. In the stage of psychological health education for higher education students based on a psychological perspective, teachers in higher education institutions should establish an equal relationship with students. Teachers should try to become friends with their students, understand the real psychological state of their lives and provide timely and targeted psychological guidance to students who have psychological problems. When communicating with students, teachers should take a face-to-face approach to communication, using a friend-chat approach to reduce students' wariness of teachers, and after gaining students' trust, provide targeted psychological counselling for students' negative psychological emotions, thereby improving the effectiveness of mental health education in higher education institutions. In addition, teachers need to put themselves in the right position to be positive and optimistic when counselling students, and use more positive words such as happiness, hope and tomorrow when teaching, so as to infect students and guide them to develop a positive and optimistic attitude towards life and learning. Teachers should also be fully aware of students' experiences and the impact they have on their mental health. Teachers also need to fully respect students' ideas in the teaching process, listen to their innermost thoughts, discover and encourage the positive qualities shown by different students, encourage students' strengths and good character, so that students can form a certain self-confidence, which is very important for the subsequent cultivation of a positive and healthy psychological state of students, and can give students a psychological This is very important for the subsequent development of a positive and healthy psychological state, which can form a positive standard for students and improve their psychological well-being. Teachers should also use their knowledge of psychology to help students find happiness and hope, and use encouragement and praise to help students overcome their low self-esteem so that they can put themselves in the right place and adopt a positive attitude towards society.

It is not only the job of teachers to build a good education system for students in higher education, but it is also important for students' families and society to educate them about their mental health. Therefore, when providing mental health education for students in higher education under the perspective of psychology, we should give full play to the positive role of society and family, and build a comprehensive education system that combines school, family and society, so that students can receive positive psychological guidance and education outside of school, and help students to form a positive and optimistic psychological state.

Result: Due to the nature of education in higher education institutions, in the context of the current new curriculum reform policy advocating the comprehensive development of students' moral education, higher education institutions should pay attention to the mental health education work for students. This will enable students to take the core socialist values as a guide for their own value orientation and provide them with a perfect platform for mental health education, so as to cultivate good moral qualities and improve their image and inner cultivation, so that they can become useful talents for society after completing their studies. In addition, the provision of mental health education can help students to coordinate their physical behaviour and thinking, so that their thoughts and behaviours can be well-controlled and co-ordinated, which in turn can lead to the formation of a healthy mentality, improve their thinking ability and resistance to stress, and lay a good foundation for their employment.

Conclusion: In the work of mental health education for students in higher education institutions, teachers can apply psychological knowledge and diversified teaching measures so that students in higher education institutions can find happiness and hope in mental health education, eliminate inferiority complex and other negative psychology produced by students, so that students can face life with confidence and hope, and form their own good life values and healthy psychological state. The development of students' core qualities as a guide for moral education in higher education institutions is the core of the educational mission and the future direction of all higher education institutions today. Therefore, the moral education work in higher education institutions should be actively reformed and a new system of moral education work in higher education institutions should be formed in line with the development of the times, so as to promote the personalised development of students and lay a good foundation for their lifelong development by taking education and nurturing as the starting point of work.

Acknowledgements

The study was supported by the Excellent Project of Student Work of Hubei Provincial Department of Education: Research on the Causes and Countermeasures of Learning Psychological Barriers of Private College Students (No. 2018XGJPX4005).

* * * * *

THE APPLICATION OF POSITIVE PSYCHOLOGY IN THE MORAL EDUCATION OF COLLEGE STUDENTS DURING AN EPIDEMIC

Mengtao Qiao¹, Chunling Huang² & Junwei Ni¹

¹Youth League Committee of Hebei Agricultural University, Baoding, 071001, China

²College of the Arts, Hebei Agricultural University, Baoding, 071001, China

Background: Since the beginning of 2020, the most serious infectious disease pandemic in nearly 100 years has broken out worldwide, with more than 200 countries and regions experiencing infection with the new coronavirus pneumonia. The new coronavirus epidemic is characterised by rapid spread, widespread infection and difficulty in prevention and control, and China is also engaged in a war of interdiction against the epidemic under the leadership and command of the Communist Party of China. At this stage, China's fight against the epidemic has achieved significant strategic results and has made an important contribution to the global fight against the epidemic. In this public health emergency, the people of China have participated in the fight against the epidemic in different ways, truly reflecting the unity of the nation, responsibility and institutional confidence, which also provides real and intuitive teaching materials for the development of moral education of university students, and effectively improves the effectiveness of ideological and political education. Positive psychology is a psychological movement initiated by the American psychologist Seligman at the end of the 20th century. The concept of positive psychology is based on human self-management, self-direction and adaptability as a whole, and advocates a positive psychological attitude to face psychological phenomena and solve psychological problems, so as to achieve the activation of the individual's real and potential abilities, and then guide the individual to form a positive personality, positive qualities and positive strength. Positive qualities and strengths. Positive psychology emphasises that people can survive and develop in the face of adversity and